



On behalf of the Arizona Early Intervention Program, Welcome!

You have just started a journey on the road to the future. It is your journey, but you are not alone. You decide who takes this journey with you. You choose how fast or slow to go! The Individualized Family Service Plan (IFSP) will be the map we all use to guide our journey.

As parent, you are a member of the IFSP team. Depending on your family's questions, concerns and interests related to your child's development, team members such as a Physical Therapist, Developmental Specialist, Nutritionist, or Speech Therapist will act as your partners. Early intervention brings your family and professionals together, working to support your child's growth, development and learning within the context of your daily life. Your team members are here to learn from and with you, to support and to assist you. Your resources, priorities, concerns and interests will provide direction to your team.

Information that you share about your day-to day family life will help the team know how to best support your efforts as a parent. They will assist in discovering how your child best learns, communicates, moves and plays. They will work with you to identify ideas and activities that encourage your child's development so that s/he is able to participate in family and community life in ways that are important to you and your family. They will identify supports and services that are available through the early intervention system and in your community. The plan should "fit" your family; your family shouldn't have to make major changes to "fit" the plan.

While the road will sometimes be smooth and sometimes bumpy, your journey will be a unique experience. Thank you for inviting us along.

INDIVIDUAL FAMILY SERVICE PLAN- IFSP

The IFSP is a partnership that will last the entire time your child and family is with the early intervention program.



WHAT IS AN IFSP?

An Individual Family Service Plan (IFSP) is both a process and a form, required by law. Your resources, priorities, and concerns as they relate to your child's development will guide your IFSP. Your resources may be your skill and love, and supports such as family and community. Your priorities are those things that are most important to you. Your concerns could be your worries and what you want to work on. The IFSP process reflects the outcomes (goals and changes) you feel are important for your child and family. You and your team will then develop strategies, activities, and services to meet those outcomes.



WHY COMPLETE AN IFSP?

This written plan helps you and your team focus on the outcomes (goals) selected by you for your child and family. The IFSP is your family and team's plan of action.



WHO DEVELOPS THE IFSP?

You do! You know your child best, and are an equal partner on this team. Along with your Service Coordinator, you decide who the other members of your team will be. Family members, medical personnel, therapists and others may be included on the team. As a primary caregiver and the expert on your child, you help make the decisions about what services and supports your child and family will receive.



WHAT SHOULD THE IFSP LOOK LIKE?

There are some basic components that, by law, must be included in every IFSP:

- ◆ a description of your child's development
- ◆ your family's resources, priorities, and concerns as they relate to the development of your child
- ◆ the outcomes (goals or changes) for your child and family
- ◆ strategies and activities for working toward the outcomes, based on your family's daily routines
- ◆ the early intervention supports and services for your child and family, who will be responsible for providing these, and when they will begin and end
- ◆ the name of your Service Coordinator
- ◆ a transition plan outlining steps for moving from one setting/program to another.



HOW CAN I GET READY FOR THE IFSP?

The IFSP is meant to be a working plan that supports your family's routine and values and is written in your family's language. Some ideas you may want to consider:

- ◆ Think about what you want for your child and your family - dream!
- ◆ What questions do you have about your child's development?
- ◆ What special needs does your child have and what could help meet those needs?
- ◆ What family activities and routines are difficult at this time?
You decide what to share as related to your child's development.

THE IFSP PROCESS

DAILY ROUTINES, ACTIVITIES, AND INTERACTIONS- In this section you will be describing activities and routines in which your child and family are involved, particularly those that are affected by your child's special needs. You will be thinking about your child's favorite people, places, toys and activities in order to identify opportunities for intervention strategies. You will also be identifying activities that your family is not participating in because of your child's special needs, but that you would like to do.

FAMILY RESOURCES, PRIORITIES, CONCERNS AND INTERESTS - This section of the IFSP describes your family's resources, priorities, concerns and interests. Only information that you wish to share will appear in this section.

Examples of family resources

- *Your personal skills and strengths*
- *other family member who can provide support*
- *transportation*
- *church or other community supports*

Examples of family priorities and concerns

- *enjoying family mealtimes*
- *applying for SSI*
- *going on family outings*
- *assistance in finding child care*
- *a good nights sleep for child and family*

PRESENT LEVELS OF DEVELOPMENT - To create a complete picture of your child, a summary of your child's development, and current health status, including vision and hearing is prepared. Results of evaluations and assessments, along with your observations of your child will be included in this section.

The summary covers these areas of development:

Cognitive development represents the way your child thinks, solves problems and interacts with the world.

Examples: beginning to play with a rattle, playing hide and seek with a favorite toy, enjoys playing peek-a-boo, points to nose, ear, and mouth, and enjoys finger plays

Language and Speech development represents the way your child uses voice or gestures to communicate.

Examples: cooing, vocalizing, pointing to a cracker, naming familiar objects (ball, dog, dada)

Social/Emotional development- represents the way your child interacts with other people and expresses and responds to human emotions.

Examples: smiles when talked to, gets upset when separated from parent, lifts arms to be picked up, plays alongside other children.

Fine motor development represents the way your child uses muscles such as eyes, lips, hands, fingers.

Examples: holds toy, plays with blocks, scribbles with crayon, picks up bits of food to feed self, uses hands to touch and explore faces, toys, etc.

Gross motor development represents the way your child uses muscles for crawling, sitting, and walking.)

Examples: holds head up while being held, rolls from stomach to back, crawls, walks

Self-help development represents the way your child sleeps, eats, dresses, and toilets

Examples: swallows food, holds own bottle, helps with dressing

DESIRED CHANGE OR OUTCOMES FOR CHILD AND FAMILY - Now that you know more about what your child can do and what he is ready for, you can decide what you want to do next. After talking about your family's resources, priorities, concerns, and interests, as a team you will start identifying functional outcomes. An outcome is like a goal, it is what your family would like to see happen or changed as a result of early intervention. As a team you decide what activities can be done within your family's routine to help your child achieve the outcomes.

Examples of outcomes:

- Gather information about Billy's disability to share with grandparents, and neighbors, so that they can understand Billy's needs and possibly provide occasional child care.
- Take a sign language class in order to help Maricella develop communication skills.
- Go out socially at least twice a month.
- Sarah will sit in highchair and feed herself finger foods so family can have mealtime together
- Nathan will sleep for 3 hours at a time so he and the family can get a good night's sleep

EARLY INTERVENTION SERVICES AND SUPPORTS NEEDED TO MAKE PROGRESS TOWARD OUTCOMES- In this section of the IFSP the services and supports to assist you in working toward your outcomes will be listed. This section includes who will provide the services and supports and for how long. Services and supports may include but are not limited to

- Home visits
- Special instruction
- Audiology
- Vision Services
- Occupational, physical, speech therapy
- Psychological services, social services
- Service Coordination
- Health services (needed to enable your child to benefit from other early intervention services)
- Assistive technology devices and services
- Transportation necessary to enable your child and family to receive early intervention services

TRANSITION PLAN- Transitions are part of growing and developing. When your child turns two, planning for transition from early intervention services will begin. You and your team will explore programs and services that will be available when your child turns three. You may plan a transition conference with the local public school. You may visit school or community preschool programs.

IFSP TEAM PAGE - By signing the IFSP team page you are agreeing to the services and supports identified in this plan. The team is committing to working toward the outcomes that have been identified. This is meant to be a flexible working plan that can be changed at any time to meet your child's and family's needs.



Janet Napolitano
Governor

DeAnn Davies
ICC Chair

Maria Bravo
ICC Vice Chair

INTERAGENCY COORDINATING COUNCIL (ICC) FOR INFANTS AND TODDLERS



*The ICC provides
advice and assistance
to the
Arizona Early
Intervention Program*

Dear Family Member,

As family representatives on the Interagency Coordinating Council we welcome you to the Arizona Early Intervention System (AzEIP)!

AzEIP provides an array of early intervention supports and services and links you to a statewide network of families who face many of the same issues you do. From the very beginning, your voice is important – first in making decisions for your child and family, and then within the broader system of early intervention services.

The Interagency Coordinating Council (ICC) represents families, agencies and early intervention providers. The ICC assists AzEIP to put the early intervention system into practice for families. As parents and family members, we all strive to bring a “family voice” to the development and evaluation of the AzEIP system, including program decisions, policies and procedures. It is very important for programs to have families who have young children involved in their decision-making.

There are many opportunities for family members to participate in the AzEIP system. If you are interested in participating or would like to talk with a family member who represents you on the ICC, please call the State AzEIP Office at 602-532-9960 or, outside of Maricopa County, 1-888-439-5609, and ask for one of us to call you back.

We look forward to hearing from you, and again, WELCOME TO AzEIP!

Sincerely,

Carol Hagberg Maria Bravo
Sherry Howard Candy Floyd